

Patriotic Symbols: Step-by-Step Activities to Teach Young Children about the American Flag, the Statue of Liberty, their State Symbols, and More!

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Acknowledgements

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Notes from the Author

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Unit Overview: Patriotic Symbols

California History-Social Science Kindergarten Standard 2

Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

This unit is designed to help students recognize our national and state symbols and to foster a sense of patriotism and national identity as a readiness to learning about civic institutions. Students examine photographs, artwork, poems, and informational text to learn how these symbols relate to America's cultural and national identity.

Compelling Question: What are symbols and what do they represent?

Supporting Questions

1. What is a symbol?
2. What are some national symbols of the United States of America?
3. What are some symbols of the State of California?

Common Core State Standards

Many of the activities in this unit support and develop the Common Core State Standards for Reading and Language Arts. The abbreviation for each standard is included below. For example, RIK1 relates to *Reading for Informational Text, Kindergarten, Standard 1*.

Reading Standards for Informational Text

RIK1 With prompting and support, ask and answer questions about key details in a text.

RIK5 Identify the front cover, back cover, and title page of a book.

RIK6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RIK9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions...).

RIK10 Actively engage in group reading activities with purpose and understanding.

- a. Activate prior knowledge related to information and events in text.
- b. Use illustrations and context to make predictions about the text.

Writing Standards

WK2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about, and supply some information about the topic.

Speaking and Listening Standards

SLK4 Describe familiar ...things and events and, with prompting and support, provide additional detail.

SLK6 Speak audibly and express thoughts, feelings, and ideas clearly.

Materials Needed

- The informational book *F is for Flag* by Wendy Cheyette Lewison
- Art supplies such as construction paper, crayons, tempura paint, brushes
- Patriotic music, including marches such as "You're a Grand Old Flag"
- Realia such as an American flag and California flag and photographs of national and state symbols. Supplemental resources are available from teacher resource stores. For example, Trend Enterprises has a Safety Signs and Symbols Bulletin Board Set (T-735.)

Teacher Background

American Flag

On June 14, 1777, Congress passed a resolution stating "that the flag of the United States be thirteen stripes, alternate red and white, that the union be thirteen stars, white in a blue field, representing a new constellation." The 13 stars and stripes symbolize the original 13 colonies. The plan was to add a stripe and a star each time a new state joined the union. If this plan were followed, the flag would quickly become much too large. Congress voted in 1818 to retain the 13 stripes in recognition of the original states and to add a star for every new state thereafter. Our flag now has 50 stars.

Why were the colors red, white and blue selected? Each color is supposed to stand for a different ideal or characteristic. Historians do not agree on what the colors are supposed to mean, but some of their suggestions are:

RED

courage
blood
sacrifice
zeal

WHITE

purity
cleanliness
peace
hope

BLUE

loyalty
freedom
justice
truth

Pledge of Allegiance

There have been several versions of the Pledge of Allegiance. The earliest known version was by an unknown author in the mid-1800s. The present pledge can be traced back to one written by Francis Bellamy to honor the 400th anniversary of Columbus's voyage to America. It appeared in a children's magazine on September 8, 1892. In 1923, the words "my flag" were replaced with "the flag of the United States of America." And, in 1954, the words "under God" were added. The current wording of the flag was established on July 7, 1976 with Public Law 94-344.

The Bald Eagle

The eagle has long been a symbol of strength and power. When it came time to choose a national bird for the United States of America, many wanted it to be the eagle. But not everyone agreed. Benjamin Franklin proposed that the turkey be the national bird because it was a native of the new country. However, in 1782 the Congress chose the bald eagle, a bird also unique to North America but perhaps more fitting for a strong new nation.

Statue of Liberty

The people of France had watched and admired the struggle for democracy and freedom of 13 small colonies against the great British Empire. France decided to give the United States a gift that would be a tribute to this liberty, as well as a symbol of the friendship between the two countries. Frederic Auguste Bartholdi, a sculptor, sailed to the United States to find support and a location for France's gift. He and President Ulysses Grant agreed that France would build the statue, and the United States would build the base and pedestal. Bartholdi designed the figure of a robed woman with her right arm holding a flaming torch high above her head. Construction on "Lady Liberty" began in a Paris workshop in 1875. The completed statue was officially presented to representatives of the United States in Paris, France, on July 4, 1884. It was then carefully taken apart and shipped across the ocean to America. The statue arrived in 1885, and the pedestal was completed in April of 1886.

The statue is a national monument and a symbol of many things. The lady herself represents freedom and independence. The tablet in her left hand represents the Declaration of Independence. She holds the torch of freedom high in her right hand. A broken chain near her feet represents the victory of liberty over tyranny. The spikes on her crown reach to the seven seas and the seven continents and stand for seven liberties — civil, moral, national, natural, personal, political, and religious.

Symbols of California

The "bear flag" of California was first designed during the Bear Flag Revolt in the town of Sonoma in 1846. A small group of Americans tried to take control of California, which was a part of Mexico at that time. The star was taken from the lone star of Texas. The bear was representative of the numerous grizzly bears in the state. In 1911, the Legislature adopted the design for our state flag, and it must now be flown over all state buildings.

The "Great Seal of the State of California" contains the state motto — "Eureka," which is a Greek word meaning, "I have found it." Other features of the State Seal include: the Greek Goddess Minerva, a grizzly bear, a gold miner, a bay with ships, and 31 stars. (California was the 31st state in the United States.)

On the next page is a list of the Symbols of California. What are the symbols of your state?

The Symbols of California include:

State Colors	Blue and gold were made the official colors in 1951. They are also the colors of the University of California.
State Bird	California Valley Quail are found throughout most of the state. You can identify them by their "topknot" — a special feather on the tops of their heads. Young quail often run in a line or a group following their mother. When quail are in a group they are called a covey.
State Flower	The Golden Poppy is a delicate, bright orange wildflower that grows in many parts of the state.
State Tree	California Redwood — These ancient trees are found in the coastal mountains and the Sierra Nevada. Some redwoods have lived over 2000 years and are taller than a 30-story building.
State Animal	The grizzly bear appears on the State Flag and the Great Seal. These bears were once common in California but are now extinct.
State Fossil	The Saber-toothed Cat was a powerful tiger-sized cat with 8-inch fangs. It was common in California long ago, but has been extinct for 10,000 years. Skeletons of this cat have been found in La Brea Tar Pits in Los Angeles. Like many prehistoric animals, this cat's extinction has been attributed to changes in climate.
State Marine Animal	California Gray Whales are 30 to 50 feet long, weighing up to 40 tons. Whales go on a yearly 14,000 mile migration from cold Arctic waters to the warmer lagoons of Baja California in December, January, and February each year.
State Reptile	The Desert Tortoise is an endangered species that lives in the deserts of California.
State Nickname	California is nicknamed The Golden State because gold was so important to the history of our state.
State Mineral	Gold is the State Mineral and "Eureka" is what you say when you find it.
State Song	<i>I Love You, California</i> was first sung publicly in 1913.
State Insect	The Dogface Butterfly is sometimes called a flying pansy, because, like the flower, the males are yellow, black and lavender.
State Fish	California Golden Trout is native to no other state. It is only found in the cold waters of the Sierra Nevada mountains.

Lesson 1: What is a symbol?

Activity #1 I Read Symbols

Step 1: Wordless Symbols. Show students examples of wordless signs such as an arrow, stoplight, men and women (on restroom doors), handicap, walk, and don't walk. Point out some examples of familiar advertising symbols such as the golden arches of McDonald's and the NIKE symbol. Mention some of the universal symbols such as a heart for love and the pointer and middle finger for peace.

Step 2: Discuss the meaning of the word "symbol." (Something that stands for or represents something else; a drawing, color, or object that stands for a real thing.) Help the students understand that symbols (and printed words) provide information.

Does your school have a mascot or a motto (Farragut Fox, Leland Dragons, Carrillo Colts)? This would be a good time to learn about symbols for your school.

Lesson 2: What are some national symbols of the United States of America?

Activity # 2 The United States of America

Ask students to tell you where they live. Record their responses on a chart. Some may say that they live in a house, some may give their street address, and some might say the name of the city, state, or nation where they live.

Explain to the students that the United States of America is a place where people live. Sometimes it is called America, the United States, or the U.S. Add these names to the chart. On a map or a globe, point out where the United States of America is located. Help children understand that the country is divided into smaller parts, called states. Identify California on the map. Point out where your community is located. Add it to the chart. Ask if any students have visited or lived in any other states or countries.

Activity # 3 The American Flag

Step 1: Our Flag. Show students an American flag. Explain that the American flag is a **symbol** of our country, the United States of America. Remind them that a symbol is a drawing, color, or object that stands for a real thing.

As students examine the flag, ask them to describe the flag using both general and specific language. "What are the colors of our country's flag?" Let's count together to see how many stars are on the flag." Explain that the stars on the American flag stand for the 50 states. Examine a map of the United States and count the states. Explain that the stripes stand for the original 13 colonies. Point to where these were located on the map.

Step 2: Read the book, *F is for Flag* by Wendy Cheyette Lewison.

Identify the front cover, back cover, and title page of the book (RIK5). Ask the students to locate the title and the name of the author of the book. Explain that *F is for Flag* contains illustrations drawn by Barbara Duke (RIK6).

Show some of the pictures and have the students use the pictures to make predictions about the story content (RI10b) and describe the role of the photographs in presenting the information in the text (RIK6). Help the children distinguish that the book contains realistic text and not fantasy.

Read the text to the students. Ask them to describe the symbols in both general and specific language. With prompting and support, encourage students to ask and answer questions about key details in the text (RIK1). Ask the students to report any personal experiences that relate to flags and activate students' prior knowledge related to the information and events in the text (RI10a).

Review with students some information about the history of the flag. (For more information, refer to the Teacher Background section on page 4.) If available, read some other books about the flag such as *The American Flag* by Tyler Moore. It has photographs rather than illustrations.

By the end of this section, students should be able to answer the following questions:

- * What is the name of our country?
- * What are the colors of the American flag?
- * What do the stars on the American flag stand for?
- * What do the stripes on the American flag stand for?

Step 3: Walking Field Trip

Take a visual walking field trip around the school building and grounds to look at flags and any other symbols of America. Begin at the front of the school to see the American flag. You might share with students some of the nicknames for the American flag, "The Stars and Stripes," "The Red, White and Blue," "Freedom's Banner," and "Old Glory."

Step 4: Flag Projects

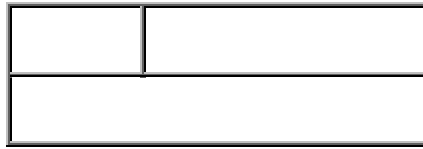
There are a variety of ways for students to use art materials to make a replica of an American flag. Here are a few flag projects from which to select.

Paint a Flag

Pass out 11"X 17" sheets of white construction paper. Demonstrate how to draw a horizontal line in pencil across the middle of paper.



Demonstrate how to draw a vertical line about 1/3 across the top section to create the "star box."



Draw six horizontal lines evenly spaced across the top right section, beginning at the star box. Then draw five evenly spaced horizontal lines across the lower section. Don't worry about making the lines perfectly straight.

The challenge for kindergarten students rests with how to duplicate 50 stars. They are cumbersome for little fingers to cut not to mention the difficulty with counting up to 50. It is our feeling that it is not necessary that the flags students construct contain exactly 50 stars as long as students know that our American flag has 50 stars, one for each state. This decision frees the teacher to use more creative art materials in lieu of pre-printed worksheets.

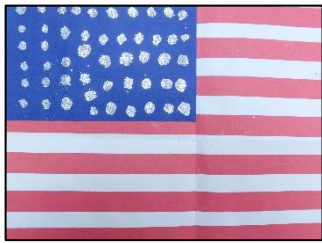


Figure 1: Students dip their pinkie finger into white paint and dab it onto the blue background to make the "stars."

Distribute blue paint and brushes and have students paint the star box. On the next day, pass out red paint. Students paint the top stripe red and then alternate every other stripe, ending with a red stripe. On the 3rd day (or when the blue paint is dry if the project is done all in one day), students use white paint and a smaller brush to dab on spots for the white stars. As an alternative, students may sponge paint their flag instead of using brushes. If desired, make a star-shaped sponge.

Make a Flag using Construction Paper

Pass out a sheet of white construction paper to use as a base. Have students alternate pasting pre-cut strips of 7 red and 6 white stripes, beginning with red on the top and ending with red on the bottom. Remind students the 13 stripes stand for the original 13 colonies. Next, paste a blue square in the top left corner. Stars can be added using a white crayon. As an alternative, students can use twisted pieces of tissue paper or use torn paper to glue on to a background. Because this is more labor intensive, you might have students work in groups to make flags.

A giant American flag can be made for the bulletin board using paper chains of red, white and blue. Students link together loops of construction paper into seven red and six white chains and seven shorter blue chains. Attach the chains to the bulletin board. Trace 50 stars on white paper and have students cut them out to paste on the blue chains. If available, Ellison die cut stars may be used.

Making a Flag with Computer Graphics

Working in small groups, have computer savvy students use a drawing program such as *Kid Pix* from Software MacKiev to create slide show presentations for the United State Flag and the other symbols introduced in this unit.

Step 5: Marching to Patriotic Songs

Locate music resources that contain patriotic songs. Excellent choices for this unit are "You're a Grand Old Flag," and "The Stars and Stripes Forever." (Check the music anthology that accompanies your state-adopted textbook series.) Play the song, "You're a Grand Old Flag." Play it again and ask students some of the things they heard in the song and write down their words. **(The lyrics to "You're a Grand Old Flag" may be found on Handout #1 on page 21.)** Explain that this song is often heard as a march. Demonstrate for students how to march and have them join you.

Step 6: Patriotic Parade and Flag-Raising Ceremony

(Note: You may want to wait and hold this ceremony as a culminating activity for the unit.) After practicing marching in the classroom, hold a Patriotic Parade. If desired, encourage students to wear red, white and/or blue to school on the day of the Patriotic Parade. Students can wave the flags they constructed during the unit as they march to the front of the school for a flag-raising ceremony. Ask for help from the school custodian or the person responsible for the daily raising and lowering of the flag on the school's flagpole.

You may wish to invite a Boy Scout or Girl Scout troop, an Eagle Scout, or R.O.T.C. Honor Guard to lead the flag-raising ceremony. This is a good time to play a recording of our national anthem, the "Star Spangled Banner." Other songs to introduce include "America the Beautiful" and Woody Guthrie's "This Land is Your Land."

Respect for the Flag

Have the "flag raiser" demonstrate the proper way of raising and lowering the flag, folding the flag, and storing the flag. Explain the American flag should be displayed in a dignified manner.

Discuss rules for flying the flag and flag etiquette.

- * Display the flag only between dawn and dusk.
- * Make sure the stars are on the upper left side.
- * Carefully fold the flag and put it away when it is not being displayed.
- * Do not let the flag touch the ground.

Step 7: Patriotic Symbols Graphic Organizer

To conclude this section on the American Flag, draw a large graphic organizer on a sheet of butcher paper. The organizer will be developed throughout the unit, so make it large! Using a sentence frame, ask students to dictate or write a fact that they have learned about the American flag (SLK4).

	Flags	Symbols/Icons
National	The American Flag is the flag of the United States of America. The 50 stars stand for each state. The stripes stand for the original 13 colonies.	
State		

Step 8: To assess individual student's knowledge of the content, provide each student with a sheet of paper and ask them to draw, dictate, or write what they have learned about the American flag (WK2). Save this assessment and add to it as the unit progresses.

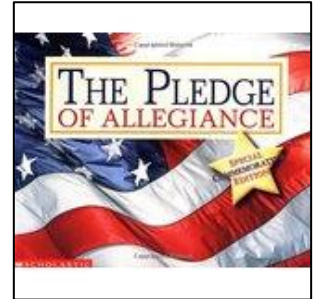
Activity # 4 The Pledge of Allegiance

Step 1: The Pledge of Allegiance

Explain to the students that to "pledge allegiance" means to "promise to be loyal or true to our country." (Refer to the Teacher Background information on page 4.)



If available, read students an informational book about the Pledge of Allegiance. Ask the students to locate the title, the name of the author, and the illustrator of the book. (RIK5). Read the text to the students. With prompting and support, encourage students to ask and answer questions about key details in the text (RIK1).



Step 2: Meaning of the Pledge

Display the words to the Pledge of Allegiance. Briefly explain the words found in the Pledge:

Pledge means to promise and **allegiance** means a promise to be loyal to our country.

United refers to the fifty states that are united or joined together, like a big family, who will get along, or cooperate. **Republic** is difficult to explain to children. It means a kind of government where the people vote for the President as the leader of the country.

The part **for which it stands** means that it stands for the Republic. When you see the flag, you know that it takes the place of our country. **One nation under God** refers to **nation** as another word for country, and **under God** means that God is over us all.

Indivisible means that something can not be divided. All of our states are joined together, and one state can't pull out from the rest. In **liberty** and justice for all, liberty means freedom — that we are free, but that we have responsibilities. **Justice** means fairness.

Everyone has a right to be judged fairly. That is why we have courts and judges to hear both sides of a story. **All** means everybody should have liberty and justice.

With prompting and support, invite the students to speak audibly and say the pledge with you (SLK6).

(Optional) Create a Classroom Pledge

Invite students to brainstorm ideas for a Classroom Pledge to include the types of behaviors we expect from members of the class. When there are plenty of ideas, have students vote on which one they like best.

Activity #5 The Bald Eagle

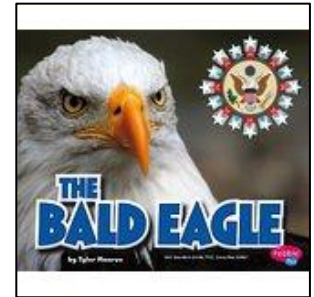
Step 1: The Eagle

Display a photograph of a bald eagle. Explain that the national bird of the United States of America is the bald eagle, and it stands for freedom and power. (Refer to the Teacher Background information on page 4.)

The eagle is found on the presidential seal and on our dollar bill. In its right talon, the bald eagle holds an olive branch with thirteen leaves to represent the power of peace. In its left talon, the eagle holds thirteen arrows to represent the power of strength and military preparedness. The spread wings of the eagle symbolize a nation of action.

The eagle has always been known for its courage and nobility. It never seeks battle with smaller or weaker birds. It shares its food with others. It has strength and majesty and is a symbol of supreme power and nobility. The bald eagle is not really bald, but appears to be because its head is covered with white feathers.

Actually, both the head and tail feathers of an adult bird are white. The eagle is found only in North America, and is an endangered species throughout the continent, except for Alaska, where the majority of bald eagles are found. The American Eagle Foundation at www.eagles.org is dedicated to the protection of the American bald eagle and contains information and pictures. The song "Save the Eagle" by the Steve Miller Band is available on YouTube.



If available read the text of a book about eagles, such as Tyler Monroe's *The Bald Eagle*. With prompting and support, encourage students to ask and answer questions about key details in the text (RIK1).

Step 2: The Eagle on United State Coins – the Quarter

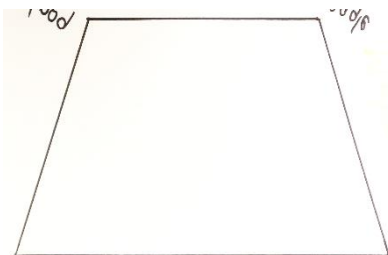
Pass out quarters along with magnifying glasses. Have students study the quarter to see what they can discover. Note the words, "United States of America" and the eagle. George Washington, the "Father" of our country, is also depicted on the coin. Do a "rubbing" of the coin. Place a thin sheet of white paper over the coin and rub with a pencil. The design from the coin will show on the paper.

(Optional) Button, Button, Who Has the Button?

Invite students to play the traditional game of "Button, Button, Who has the Button?" Substitute a quarter for the button and have them repeat the refrain, "Eagle, Eagle, Who has the Eagle?" as they pass the quarter "secretly" and take turns trying to guess who has the quarter.

Step 3: Eagle Project

Reproduce the pattern for the American Bald Eagle's head (**Handout # 2 on page 22**). Have students cut out the eagle's head and color the beak yellow.



Next, students cut out the base for the eagle's body (**Handout #3 on page 23**). Using one inch squares, half dark brown and half light brown, students glue the squares on to the body as shown on the right.



Note: As an alternative, make a template of a bald eagle for students to use to trace on to a sheet of construction paper. Have students use small torn pieces of brown and white construction paper to cover the eagle. You can also add feathers purchased at a craft store such as Michaels.

For an even easier eagle project, have students place their thumbs side-by-side and stretch open their fingers. The thumbs form the head and body of the eagle while the fingers are the outstretched wings. Add a tail and you have an eagle!

Step 4: Patriotic Symbols Graphic Organizer

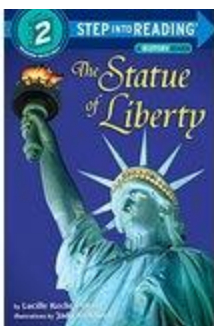
Using a sentence frame, ask students to dictate or write a fact that they have learned about the eagle (SLK4) and add the information to the Patriotic Symbols Graphic Organizer.

	Flags	Symbols/Icons
National	The American Flag is the flag of the United States of America. The 50 stars stand for each state. The stripes stand for the original 13 colonies.	America's national bird is the bald eagle. It stands for freedom and power.
State		

Step 5: To assess individual student's knowledge of the content, provide each student with a sheet of paper and ask them to draw, dictate, or write what they have learned about the eagle (WK2). Save this assessment and add to it as the unit progresses.

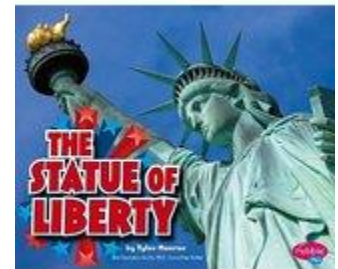
Activity # 6 The Statue of Liberty

The Statue of Liberty is found in New York Harbor. It is a symbol of freedom and friendship. (Refer to the Teacher Background information on page 5.)



Step 1: Statue of Liberty

If available, read an informational book about the State of Liberty. Identify the front cover, back cover, and title page of the book (RIK5). Read the text to the students. With prompting and support, encourage students to ask and answer questions about key details in the text (RIK1).



Step 2: Making the Statue of Liberty

For each student, duplicate a copy of **Handout #4 on page 24**. Color or paint the statue light green. (The Statue of Liberty is made of copper, which eventually turns green when exposed to air and the elements.).

Mount the statue on a pedestal. Use a piece of foil from a mini Reese Pieces peanut butter cup for the flame of the torch. Enjoy the Reese Piece as you work!



Other optional projects - Make Statue of Liberty torches. Roll green construction paper into a cone. Tape or glue it closed. Stuff red, yellow and orange tissue paper (or construction paper) into the cone to look like a flame.

Make a Statue of Liberty Crown. Check out Pinterest at www.pinterest.com for directions on how to make a Statue of Liberty Crown and other Patriotic Crafts for Kids.

Pose as the Statue. Using a flat white bed sheet, wrap a student in the sheet and have him/her stand on a pedestal holding the torch and wearing the crown. Photograph each student dressed as the Statue of Liberty or video each student as he/she tells some facts learned about the statue (SLK 4).

Step 3: Patriotic Symbols Graphic Organizer

Using a sentence frame, ask students to dictate or write a fact they have learned about the Statue of Liberty to record on the Patriotic Symbols Graphic Organizer (SLK4).

	Flags	Symbols/Icons
National	The American Flag is the flag of the United States of America. The 50 stars stand for each state. The stripes stand for the original 13 colonies.	America's national bird is the bald eagle. It stands for freedom and power. The Statue of Liberty is a symbol of freedom and friendship. It can be found in New York Harbor.
State		

Step 4: To assess individual student's knowledge of the content, provide each student with a sheet of paper and ask them to draw, dictate, or write what they have learned about the Statue of Liberty (WK2). Save this assessment and add to it as the unit progresses.

Lesson 3: What are some symbols of the State of California?

Activity #7 State Map of California (Substitute the map of your state.)

Step 1: Tracing a map of California. For each student, duplicate a copy of the outline map of California (**Handout #5, page 25**). Have students outline the state with a dark crayon or marker. Help students write the name "California" on to the map or provide a pre-written label to be pasted on to the map. (As an option, cut poster board templates of California for tracing. The templates should be as large as a sheet of construction paper. Have students use pencils to trace the state template onto the paper.)



Ask students to name their community. Show the approximate location of your community on the state map. Provide each student with a dot sticker or have students draw a dot on their map to show the location of their community. The star on the map shows the location of Sacramento, the capital of California. (Note: The activity, "Symbols of California," found on page 16 may be combined with this map activity. After learning the state's symbols, students draw pictures of the symbols as a border to decorate the state map.)

Step 2: California State Flag (Provide information about the flag of your state.)

Show students the State Flag of California. Ask, "What do you see when you look at the state flag? Explain that the "bear flag" of California was first designed during the Bear Flag Revolt in the town of Sonoma in 1846. A small group of Americans tried to take control of California, which was a part of Mexico at that time. In 1911, the Legislature adopted the design for our state flag, and it must now be flown over all state buildings. The star on the flag was taken from the lone star of Texas. The bear was representative of the numerous grizzly bears in the state. Today, the California Grizzly (California's official state animal) is extinct. The words "California Republic" refers to the American pioneers who settled the territory.

Step 3: Construct the California State Flag (Construct the flag of your state.)

The greatest challenge to constructing our state's flag is the grizzly bear. Using the bear from **Handout #6 on page 26**, have each student cut out a bear and glue it in the center of an 8 ½" x 11" sheet of white construction paper. A strip of red construction paper can be glued on the bottom of the flag or the stripe can be painted on with red paint. You may either have students copy the words "California Republic" or you can provide a pre-typed version that can be cut and glued to the flag. Use a template to trace a star on red paper, cut it out, and paste the star on the flag in the upper left-hand corner. Using paint brushes, students can seal the flags by brushing a thin coat of glue/water over the flag.



Step 4: Compare and Contrast

Display the American flag and the flag of your state. With prompting and support, help students identify basic similarities and differences between the flags (RIK9). What are the unique qualities of each flag? Encourage students to include elements of origin along with visual elements.

Step 5: Patriotic Symbols Graphic Organizer

Using a sentence frame, ask students to dictate or write one fact they have learned about California's state flag to the Patriotic Symbols Graphic Organizer (SLK4).

	Flags	Symbols/Icons
National	American Flag	Bald eagle Statue of Liberty
State	California Flag	

Activity #8 Symbols of California (Substitute the symbols of your state.)

Step 1: State Symbols

Gather and display samples or pictures of California's state symbols, such as the state flag, bird, tree, flower, and animal. **(Refer to the Teacher Background section on page 6.)**

Discuss each state symbol you select. Write the names on separate word strips and show examples of the symbols. Remind students that a symbol can be a picture or thing that stands for something. Invite students to each choose a state symbol to illustrate. Provide construction paper and crayons or other art media. Encourage students to share their work with the class. Afterwards, all of the symbols can be displayed on a "Our State Symbols" bulletin board or they can be used to decorate the California state maps made earlier in the lesson in Activity #7, Step 1 on page 14.

Step 2: California Valley Quail

The California Quail, also known as the Valley Quail, became the official state bird on June 12, 1931. (The California condor and the California Valley Quail were both candidates for California's official state bird. Today, the California condor is nearly extinct.) Plum, gray-colored and smaller than a pigeon, the California quail sports a downward curving black plume or "topknot" on top of its head and black bib with white stripe under the beak. Flocks of quail (a covey) number from a few to 60 or more in the fall and winter months, but in the spring they break into pairs. They nest in hollows scratched in the ground so they are concealed by foliage. Their eggs, 6 to 28 in number, are creamy white and thickly spotted with golden brown.



Pio, Pio, Pio

Adapt the Spanish language song "Pio, Pio, Pio" to accommodate quails. Students can take on the role of the mother quail and the babies acting out the parts while singing the song. The lyrics are:

Pio Pio Pio

Baby quails are singing
Pio, pio, pio.
Mamma we are hungry,
Mamma we are cold.
Mamma looks for wheat,
Mama looks for corn.
Mama feeds them dinner.
Mama keeps them warm
Under Mama's wings.
Sleeping on the ground,
Baby birds are huddled
All safe and sound.

Step 3: California Poppy

Show pictures of the Golden Poppy. If possible, display some poppies for students to see and feel, or plant poppy seeds in a garden or pots. Explain to students that poppies in the wild are not to be removed. They are not to be picked in state parks or along roadsides.



Explain to students that the California state flower has brilliant 2-inch orange blooms in early spring. The flowers become straw-colored and smaller as summer advances. The bright blossoms open in the sunshine, painting fields and hillsides golden orange. Spanish explorers called the beautiful flowers, "cup of gold," or sometimes dormidera, which means "the drowsy one" because the flowers close at dusk. Native people

used the green foliage as a vegetable and parts of the plant as a mild pain killer. Spanish Californians boiled the leaves with olive oil and added perfume to make a hair-dressing. An Indian legend suggests that the gold in California comes from the fallen petals of the California poppy. If desired, set up the art area with golden colors so students can paint poppies.

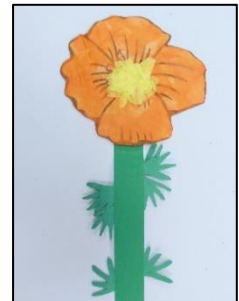
Teach them the song, "Poppies, Golden Poppies."

Poppies, Golden Poppies

Poppies, Golden Poppies,
Gleaming in the sun,
When the day is over, when the day is done.
Pride of California,
Flower of Our State,
From the golden hillsides, to the Golden Gate!

Step 4: Make a Poppy

Using Handout # 7 on page 27, have students paint the poppy and mount it on construction paper. Cut leaves of green to complete the plant.



Step 5: Patriotic Symbols Graphic Organizer

Ask students to dictate facts they have learned about California's symbols to the Patriotic Symbols Graphic Organizer (SLK4). Review the Patriotic Symbols Graphic Organizer developed throughout the unit. Each section should include information about each of the key topics charted below.

	Flags	Symbols/Icons
National	American Flag	Bald eagle Statue of Liberty
State	California Flag	California Valley Quail Golden Poppy Grizzly Bear (etc.)

Step 6: To assess individual student's knowledge of the content, provide each student with a sheet of paper and ask them to draw, dictate, or write what they have learned about California's symbols (WK2). Save this assessment and add it to the other unit assessments.

Activity # 9 Patriotic "Sort"

Step 1: Sort the Symbols

Using pictures of the symbols studied in the unit, have students sort them into National Symbols and State Symbols. Search online for pictures of symbols such as the American flag, the California flag, the bald eagle, the California quail, the Statue of Liberty, and the California poppy. (Note: Copyright issues forbid us from providing this for you — sorry!)

Pass out a sheet of paper folded in half and labeled with "National Symbols" on the left side and "State Symbols" on the right side (see below). Have students cut out the symbols and glue each in the proper location.

National Symbols	State Symbols
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Step 2: Why are symbols important?

Review with students the different types of national and state symbols they have studied. With prompting and support, ask students, “Why are symbols important?” (SLK4) Explain the importance of symbols in helping to foster a sense of patriotism and national identity.

Have students use a combination of drawing, dictating and writing to compose informative text in which they name what they are writing about (national and state symbols) and supply some information about the topic, including why symbols are important (WK2).

Activity #10 Patriotic Celebration

Stage a Patriotic Celebration as a culminating activity. (You could combine this with the Flag Raising Ceremony described earlier in the unit on page 10.)

Display the special "patriotic projects" created during the unit and "celebrate" both the student’s learning and pride in our country.

Students can each be invited to stand and using a sentence frame, tell "My favorite patriotic symbol is _____ because_____." (SLK6)

Assessment

The compelling question, What are symbols and what do they represent?, and the supporting questions provide a framework for the evaluation of the unit. Student products should provide evidence of attainment of the following identified outcomes:

- * Be able to state the name of our country, the colors of the American flag, and identify for what the stars and stripes stand.
- * Construct a replica of the United States flag.
- * Recite the Pledge of Allegiance.
- * March in tune to patriotic music.
- * Participate in a flag-raising ceremony.
- * Draw, dictate, or write information learned about the national and state flag and selected patriotic symbols; or draw and label the information.
- * Construct a replica of a bald eagle.
- * Construct an outline map of their State, add a title to the map, and place a dot on the approximate location of the local community.
- * Construct a replica of their State Flag.
- * Compare and contrast the American Flag with their State Flag.
- * Use art media to construct replicas of various symbols of their state.
- * Sort a number of patriotic symbols into the categories of "National" and "State."
- * Participate in a Patriotic Celebration.
- * Orally share (or draw for Beginning Fluency students), "My favorite patriotic symbols is _____because_____."

Extended Activities

- * Create an international flag center and/or a state flag center. Encourage students to draw the flags they like and to copy the name of the country or state it represents.
- * Have students create a class flag. Determine what symbols and colors will be used.
- * Study the Great Seal of the United States and the seal of your State.
- * Study a variety of U.S. coins and dollar bills to look for familiar symbols.
- * Listen to patriotic music and learn to sing several patriotic songs.

Resources

Douglas, Lloyd G. *The Bald Eagle* (Welcome Books: American Symbols). Children's Press, 2003. From the American flag to the bald eagle, the history and heritage of our national symbols come to life in this patriotic book.

Kishel, Ann-Marie. *U. S. Symbols* (First Step Nonfiction). Lerner Classroom, 2007. Emergent readers are given an introduction to the symbols of the United States.

*Lewison, Wendy Cheyette. *F is for Flag* (Reading Railroad) Barbara Duke, Illustrator. Grosset & Dunlap, 2002. This book shows in simple terms how one flag can mean many things: a symbol of unity, a sign of welcome, and a reminder that in good times and in bad times, everyone in our country is part of one great big family.

Lewison, Wendy Cheyette. *L Is for Liberty* (Reading Railroad). Grosset & Dunlap, 2003. For more than a century, the Statue of Liberty has stood proudly in New York Harbor, welcoming people from near and far. *L Is for Liberty* uses simple language and bold illustrations to celebrate the statue, her history, and the freedom for which she stands.

Monroe, Tyler. *The American Flag* (U.S. Symbols). Gail Saunders-Smith, Consultant Editor. Capstone Press, 2014. Read about the stars and stripes and our national symbol that reminds people of freedom.

Monroe, Tyler. *The Bald Eagle* (U.S. Symbols). Gail Saunders-Smith, Consultant Editor. Capstone Press, 2014. Read about our national symbol, the eagle, a large, soaring bird that remind people of strength and freedom.

Monroe, Tyler. *The Pledge of Allegiance* (U.S. Symbols). Gail Saunders-Smith, Consultant Editor. Capstone Press, 2014. Simple text and full color photographs briefly describe The Pledge of Allegiance and its role as a national symbol.

Monroe, Tyler. *The Statue of Liberty* (U.S. Symbols). Gail Saunders-Smith, Consultant Editor. Capstone Press, 2014. Read about the Statue of Liberty, a reminder of freedom and the friendship between two countries.

Penner, Lucille Rech. *The Statue of Liberty* (Step into Reading). Jada Rowland, Illustrator. Random House Books for Young Readers, 1995. Over 125 years ago the Statue of Liberty made its way to New York Harbor. This Step 2 non-fiction reader uses illustrations and photographs to tell the story of how Lady Liberty was sculpted, transported from France, unveiled, and made into an American icon.

Scholastic. *The Pledge of Allegiance*. New York, 2001. Stunning photographs are used to depict the words of the Pledge of Allegiance.

You're A Grand Old Flag

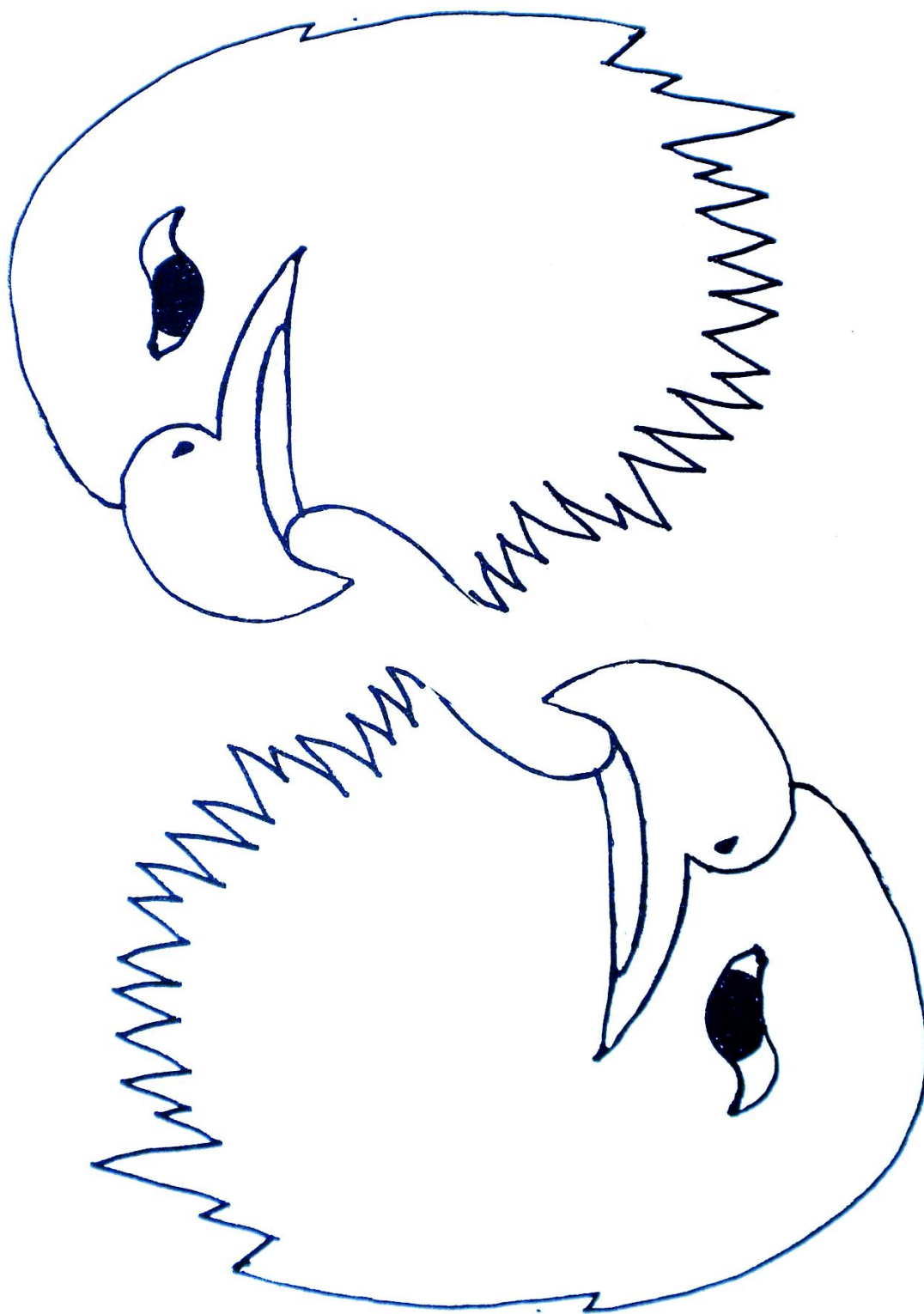
By George M. Cohan

1905

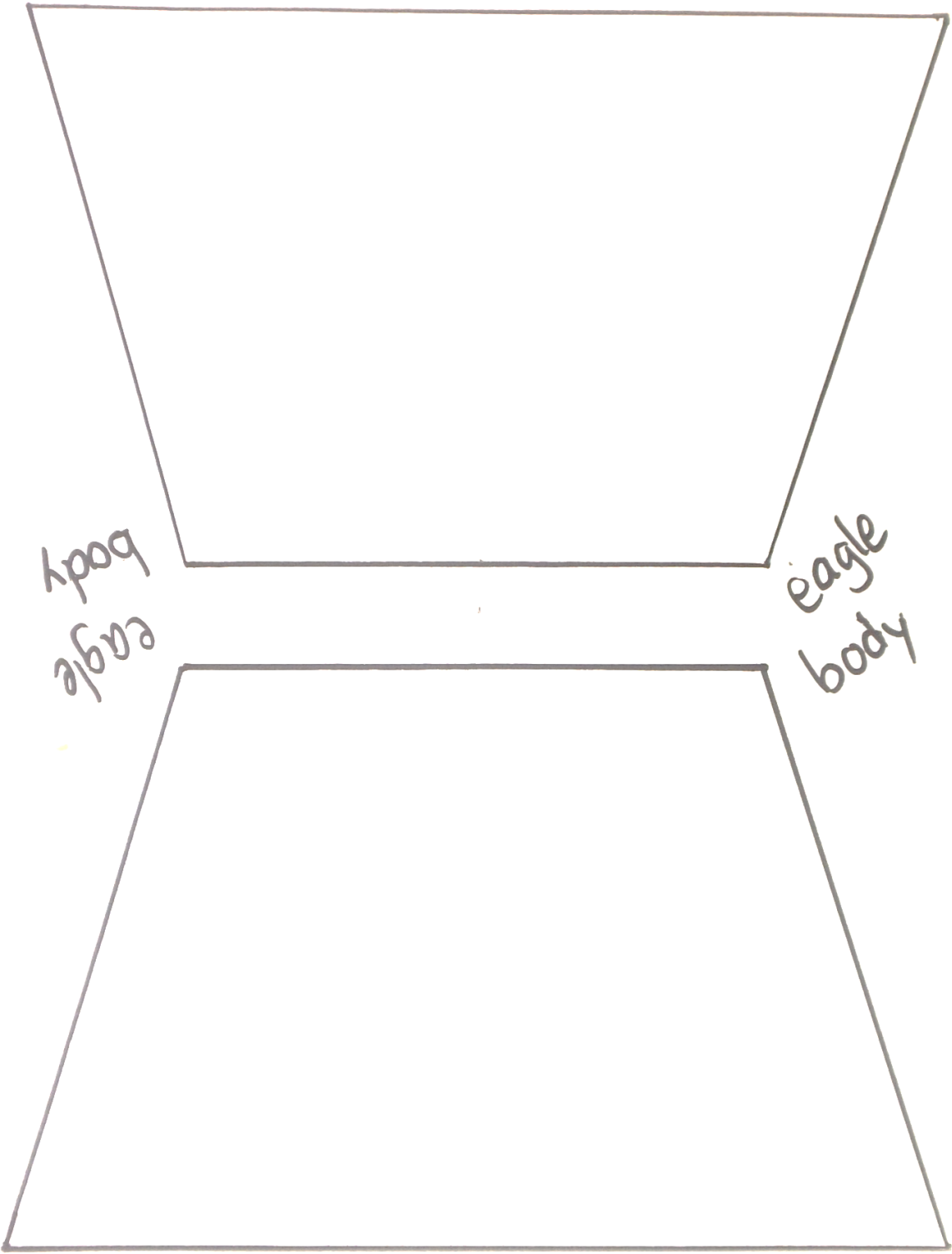
You're a grand old flag,
you're a high flying flag;
And forever in peace,
May you wave;
you're the emblem of
the land I love,
The home of the free
and the brave.

Ev'ry heart beats true
'neath the Red, White and Blue,
Where there's never
A boast or a brag;
But, should auld
ac-quain-tance be forgot,
Keep your eye on
the grand old flag.

The American Bald Eagle



Base for the Eagle's Body



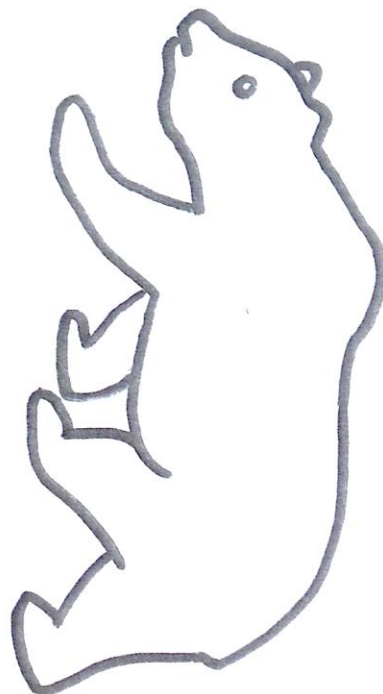
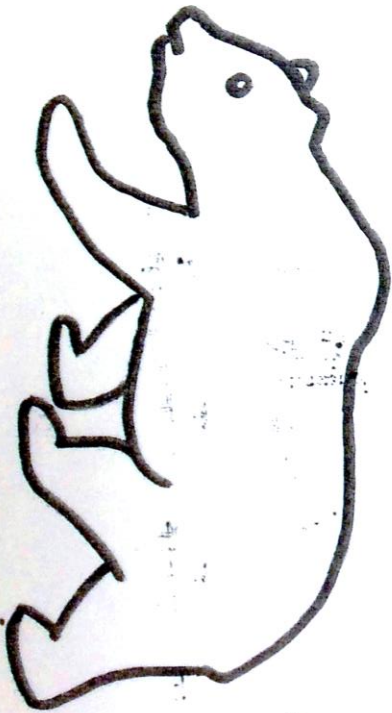
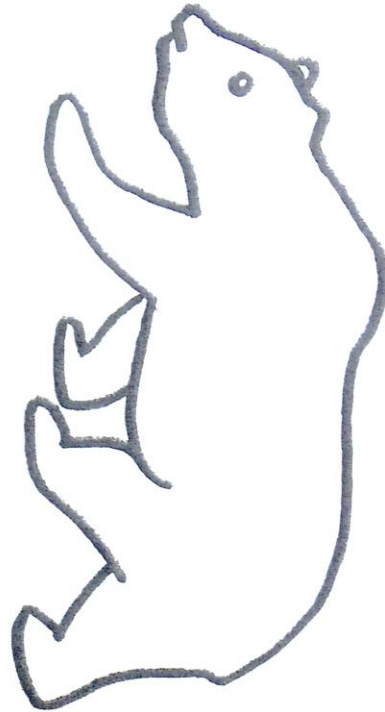
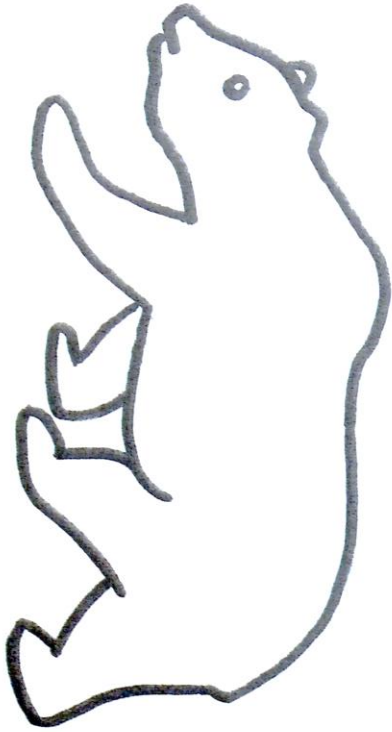
Statue of Liberty



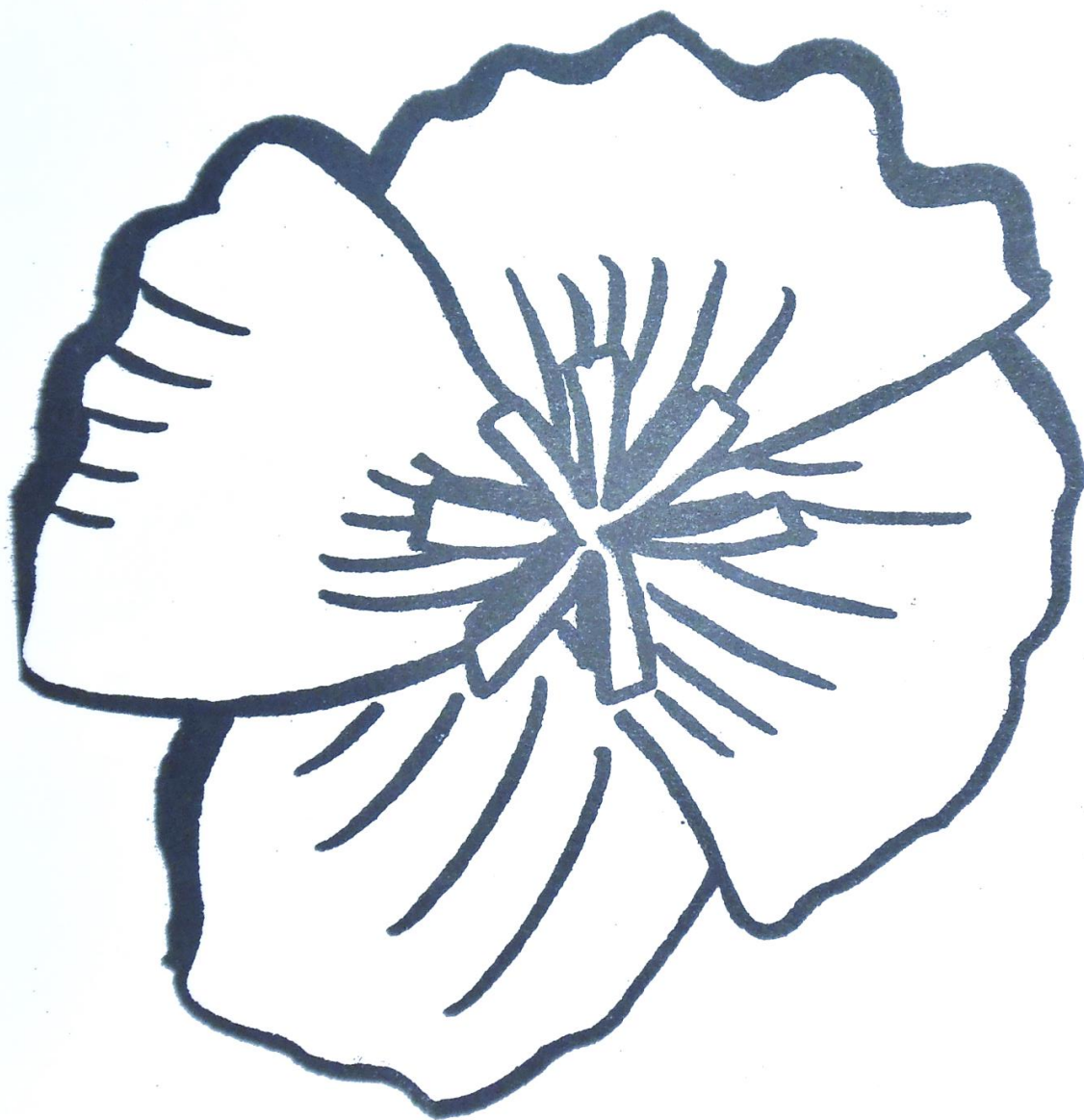
Outline Map of California



Grizzly Bear of California



Poppy Flower



Patriotic Symbols: Step-by-Step Activities to Teach Young Children about the American Flag, the Statue of Liberty, their State Symbols, and More!

AUTHOR

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Dr. Porter is the Director of the Porter History-Social Science Resource Room at the Palm Desert Campus of California State University San Bernardino. A former elementary school teacher, she is the author of many popular curriculum guides for teachers and is the senior author of *Reflections*, a Kindergarten to Grade 6 social studies textbook series published by Harcourt School Publishers and adopted by the State of California.

To hear about her latest books first, sign up for her exclusive ***New Release Mailing List*** by sending an email to prisporter@aol.com. The next books in her grade level-specific series for teachers of Kindergarten to Grade 5 will be released later this year. Let her know your grade level of interest, you'll be glad you did!

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